**First Day of Class Schedule**

**(90 – 100 minutes)**

1. Opener: Student Expectations: (4 minutes)

What do students want to get from this class? Students share out their answers, teacher sets the stage for the day by explaining that today we will learn about what to expect from this class.

1. Looking ahead: (Motivational) (3 minutes) (What we will learn by the end of the year, skills you will have Discuss goals of the project, bring in difficult material and explain that by the end of the year they will approach this with ease…)
2. “What GOOD readers DO” Bookmark Activity (25 minutes) (See enclosed notes)
3. Parent/Student Letter/Contract (8 minutes)
4. Organizing and Personalizing Student Folders (12 minutes)
   1. Go through each of the sections with the students.
   2. Personalizing Binder Activity (Student design Side/Front/Back Inserts so that their Folders are easily identifiable and accessible)
5. Mini Lesson: Intro to Genres (8 minutes) (See enclosed notes)
6. Mini Lesson: How to choose a book (8 minutes) (See enclosed notes)
7. Book Selection: Classroom Library Checkout System (10 minutes)
8. Wrap Up : Setting personal goals (12 minutes) How to set goals, teacher first models setting goals, then students set goals.

Materials needed:

1. Warm UP: Copies of Warm-up
2. Looking Ahead: Teacher Notes
3. Good Readers Activity: Post-it Posters, Markers, Color construction Paper, Tassels(?), Scissors, Glue, Glitter, etc
4. Contract/Letter: Copies of Contract/Letter
5. Binders: Binders Binder Folders, Binder Tabs, markers, Binder Inserts, Table of Contents
6. Intro to Genres: Copies of Genre Question Sheets
7. Choosing Books: Book Recommendation Poster and Index Cards, Copies of Book Interview
8. Classroom Library Setup: Books, stamps(?), Log?
9. Wrap Up: Copies of Student Goal Sheet

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

First Day of Class Warm-Up

Student Expectations: What are your expectations for this class for the coming year – when it comes to reading, what would you like to know how to do better by the end of the year?

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

First Day of Class Warm-Up

Student Expectations: What are your expectations for this class for the coming year – when it comes to reading, what would you like to know how to do better by the end of the year?

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

First Day of Class Warm-Up

Student Expectations: What are your expectations for this class for the coming year – when it comes to reading, what would you like to know how to do better by the end of the year?

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

First Day of Class Warm-Up

Student Expectations: What are your expectations for this class for the coming year – when it comes to reading, what would you like to know how to do better by the end of the year?

**2) Looking Ahead – Teacher Notes**

**3) Good Readers Activity:**

Students will be divided into three groups: Before reading, During Reading and After Reading.

The groups will brainstorm a list of strategies GOOD READERS use when they read, they will write it on post-it poster

Class will review each group’s posters, teachers and students can add more

(Teacher must note that the following are included on each poster:

Before Reading: Previewing, Brainstorming, Predicting

During Reading: Monitor for Understanding/Clicks and Clunks, Getting the Main Idea

After Reading: Asking Questions, Summarizing

Included Below are additional reading strategies teachers can use….

When the class completes the lists, students will create their own bookmarks that they can use during WORM time in class. The bookmarks will include their name, and at least one Before/during/after strategy that they plan to work on for the rest of the year.

Materials needed: Post-it Posters, Markers, Color construction Paper, etc

Tuesday, February 17, 1998 Reading Strategies.htm Page: 1

Reading Strategies What Do Good Readers Do? What Can You Do to Become a Better Reader?

(Based on information in Expanding Expectations: Reading)

**Before Reading**

**Set a Purpose for Reading:** Think if you will you be reading to find out what happens in a story or to learn specific information.

**Preview the Text:** Look at the title, pictures, captions under pictures, headings, bold-faced print and other graphics.

**Activate Background Knowledge:** Think about what you already know about the content of what you will read.

**Predict:** Think what might happen in the story, what words may be used, or what information the text might contain.

**During Reading**

**Reread:** When problems occur, return to the beginning of a sentence or paragraph and read it again.

**Predict and Confirm:** Ask yourself, "What word do I expect to see?", "What do I think will happen next?", "Did that make sense?", or "Am I finding the answers to my questions about this topic?"

**Skip, Read On, and Go Back:** Sometimes you can skip an unfamiliar word and read to the end of the sentence or paragraph, thinking about what would make sense. Then, using the context, go back and reread to try todetermine the word.

**Connect Background Knowledge to the Information in the Text:** Think about what you already know about the subject and the kind of material you are reading. Think about how the information is similar to what you already know about the topic, event, or person. If you have many questions about the topic or the kind of book, you may need to ask someone for help.

**Think About Explicit and Implicit Information:** Think about what information is given directly. Also think about what you know from reading that is not directly stated in words such as how a character's actions show feelings or why things may have happened based on the clues the author gave.

**Stop and Review:** If you are reading a longer text, stop and think about what has happened in the story so far or what information has been given.

**After Reading**

**Summarize:** Write what happened in the story, including characters, plot, and important events. If you read a nonfiction piece, review what information was presented.

**Use a Graphic Organizer:** to show what was included in what you read. (You may need to check with your teacher for suggestions.)

**Draw Conclusions:** Think about what predictions you made before and during reading. Look back and think about what you have read. Consider how the information read relates to what you already knew about the topic. Were your questions answered? Do you have more questions about the subject?

**Reread:** Reread the text or a section of the text to help you understand it better.

**Discuss and Respond:** Talk with someone about what you have read. Ask each other questions. Look back at the book to defend your opinions.

Retrieved From: http://www.fcps.k12.va.us/ NewingtonForestES/pages/

**Longhorn Linguistics**

**Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Table of Contents**

**Section One: Unit Folder for Current Material**

**CSR Log**

**Anticipation Guide**

**Passage**

**Word Map**

**Graphic Organizer**

**Discussion Organizer**

**Discussion Material**

**Other**

**Section Two: CSR Reference Material**

**Sentence Stems**

**Summary Macro-Rules**

**CSR Chart**

**Section Three: Reading Section**

**WORM Book Interview**

**WORM Log Prompts**

**WORM Log**

**Teacher Talk Rubric**

**Student Talk Rubric**

**RAP Log Prompts**

**RAP Log**

**Section Four: Fluency Section**

**STR Graph**

**Number Chart**

**Phrase Drill Chart**

**Section Five: Grade Sheet**

**Section Six: Classroom Policies/ Monthly Goals**

**6) WHAT IS A GENRE?**

**A TYPE, KIND, STYLE, “FLAVOR”**

**There are 3 ways to describe a Genre**

**1: a kind of artistic work** (ex: movies, literature, music, dance)

**2: a style of expressing yourself *IN WRITING (*FORM)**(ex: poetry, novel, memoir, journalism, short story)

**3: a type of artistic expression that has a typical form or technique.** (ex: Science Fiction, Horror, Historical Fiction, Fantasy, Folk Tale, Biography, Crime, Mystery)

**Note: Many artistic pieces blend genres to make their work more interesting. Genres often overlap.**

**Question: Which of the above do we need to use in order to choose our book?**

**Sample Genre Characteristics (3RD KIND)**

FANTASY:

• contains elements that are not realistic

o talking animals

o magical powers

o often set in a medieval universe

o possibly involving mythical beings

EXAMPLES: HARRY POTTER, TWILIGHT

HISTORICAL FICTION:

• stories centered around the basis of a partially historical situation

• a novel set in a historical period

EXAMPLES: BWWF

MYSTERY:

• a novel involving:

o strangeness

o solving a puzzling event or situation

o something unknown

o solving a crime

o centered around a person who investigates wrongdoing

o centered around a person or persons employed to obtain secret information

EXAMPLE: SHERLOCK HOLMES

REALISTIC FICTION:

• stories that take place in modern times

• characters are involved in events that could happen.

EXAMPLE:

SCIENCE FICTION:

• stories that often tell about science and technology of the future

• involving partially true fictions laws or theories of science

• Settings:

o in the future

o in space

o on a different world

o in a different universe or dimension

Retrieved From: http://docs.google.com/viewer?a=v&q=cache:LZitbORbGk0J:www.teacherweb.com/CA/southpointemiddleschool/MrsFrost/LITERARYGENRECHARACTERISTICS.ppt+HISTORICAL+FICTION:+•+stories+centered+around+the+basis+of+a+partially+historical+situation+•+a+novel+set+in+a+historical+period+EXAMPLES:+BWWF&hl=en&gl=us&pid=bl&srcid=ADGEESiTQeE7mOUQcdYIYLOtYYZ1aKO1YIvB2OdWHTN4OiT64z5Jml36VVMvhj319Kyl1eLFr\_iLXFCBb90sjCQ\_OpXH1bkQ9D5WuZQpO8VXHf4Tqtu2IeohgLNxqMWYBvwZgxW7gZVI&sig=AHIEtbRF9wMD5hFq9TvBlQNVUwnu1Wm6CA

Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Identify at least four more genres of the book *Twilight*

1. Novel

Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Identify at least four more genres of the book *Twilight*

1. Novel

Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Identify at least four more genres of the book *Twilight*

1. Novel

**7) Mini Lesson: Choosing Books**

1. Explain to students that the key to reading and finishing a book is to choose the right book. The right book is the book that matches a student’s purpose for reading and is entirely readable.

* Students are less likely to abandon a book that they choose and that matches the above criteria.
* However, it is OKAY to make a mistake about a book, especially on the first day of selection. Students should be encouraged to switch books during their selection so that they can find the one that best suits them.

Wutz, J.A., & Wedwick, L. (2005). [BOOKMATCH: Scaffolding book selection for independent reading](http://dx.doi.org/10.1598/RT.59.1.3). *The Reading Teacher*, *59*(1), 16–32.

A book is "just right" when a student thinks about a purpose for reading and can evaluate a text for its ability to match that purpose.

Students are more likely to be able to choose an appropriate text when they know a variety of ways to evaluate it.

Students who can effectively choose appropriate texts will be less likely to abandon books they choose and more likely to spend more time in engaged reading.

Retrieved From: <http://www.readwritethink.org/classroom-resources/lesson-plans/choosing-right-book-strategies-916.html>

When selecting a book, students should:

1. Identify their PURPOSE for reading. Discuss with students a variety of purposes and post them on the board (Ex: to learn something new, to learn how to do something, to read a favorite author, to learn about vampires, to have fun, to read something romantic, etc.)
2. Identify which genre would best serve their purpose for reading. Ask – which genre will allow me to learn how to fix a car? Make me laugh? Make me cry? Connect the genres to a book title.
3. Tell students that choosing a book many times means listening to OTHER people’s suggestions. Ask students who might suggest a good book to read? (Possible answers: friends, teachers, parents, librarian, TV/Internet)
   1. Activity: Students write one favorite book on an index card. They write down Title, Author, Genre (if remembered) and Why they would recommend it. Then they post it on the Book Recommendations POSTER – this will serve to recommend books throughout the year. As students read new books that they enjoyed, they add new index cards to the Book Wall.
   2. Students share out one or two favorite book to share with the class.
4. After selecting a book, students should read the front cover, the back and side flaps to learn more about the book. If this spurs further interest, they should read the first page to determine readability level.
   1. If, after reading the front/back flaps they are not interested, have them read the first page. If they are still not interested, then they should select a different book.
5. Students should then fill out their book interview form, making a prediction about the book. It is best if their predictions match their motivation for reading.
6. Explain to students that this process of selecting books is not always conscious, but good readers always do this. Throughout the year they will practice this as they write up book interviews, so that they can fine-tune their selection process to find a book they will most likely finish.

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Choosing the Right Book

**WORM Book Interview**

Book Title: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Book Author: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Copyright Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Genre(s): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. What is your purpose for reading? I want to read about \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ because….
   * + - 1. I want to learn how to do something.
         2. I want to locate something funny so I can laugh.
         3. I want to read a story by a favorite author.
         4. I want to learn facts about something they wonder about.
         5. I want to have fun.
         6. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. Why else did you choose this book? If someone recommended it what did they say that made you interested? If it was not recommended, what was it about this particular book that interested you (genre, author, cover, back, etc.)
3. Describe the cover of the book:
4. Read the first three pages, check for at least 3 words that you don’t know – List them here:
5. After reading the first three pages, on a scale from 1-10, how would you rate the difficulty of this book (1 being “kids stuff” and 10 being “impossible to understand!”) Explain your choice.
6. Based on the book’s cover, the back of the book and the first three pages, what do you think this book will be about?

**TEACHER GOAL SETTING**

|  |
| --- |
| NAME: Ms. DATE: |
| **Yearly Goals** |
| **August/September Monthly Goal** |
| **My next physical actions to achieve my monthly and yearly goals:** |
| **End-of-Month Progress:** |

Retrieved from: <http://www.jongordon.com/documents/PEP-GOALSETTING.pdf>

**GOAL SETTING**

|  |
| --- |
| NAME: DATE: |
| **Yearly Goals** |
| **August/September Monthly Goal** |
| **My next physical actions to achieve my monthly and yearly goals:** |
| **End-of-Month Progress:** |

Retrieved from: <http://www.jongordon.com/documents/PEP-GOALSETTING.pdf>

**GOAL SETTING**

|  |
| --- |
| NAME: DATE: |
| **Yearly Goals** |
| **October Monthly Goal** |
| **My next physical actions to achieve my monthly and yearly goals:** |
| **End-of-Month Progress:** |

Retrieved from: http://www.jongordon.com/documents/PEP-GOALSETTING.pdf

**GOAL SETTING**

|  |
| --- |
| NAME: DATE: |
| **Yearly Goals** |
| **November Monthly Goal** |
| **My next physical actions to achieve my monthly and yearly goals:** |
| **End-of-Month Progress:** |

Retrieved from: http://www.jongordon.com/documents/PEP-GOALSETTING.pdf

**GOAL SETTING**

|  |
| --- |
| NAME: DATE: |
| **Yearly Goals** |
| **December Monthly Goal** |
| **My next physical actions to achieve my monthly and yearly goals:** |
| **End-of-Month Progress:** |

Retrieved from: http://www.jongordon.com/documents/PEP-GOALSETTING.pdf

**GOAL SETTING**

|  |
| --- |
| NAME: DATE: |
| **Yearly Goals** |
| **January Monthly Goal** |
| **My next physical actions to achieve my monthly and yearly goals:** |
| **End-of-Month Progress:** |

Retrieved from: http://www.jongordon.com/documents/PEP-GOALSETTING.pdf